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**Educational Survey of
Miller County
Georgia**

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By

M. L. DUGGAN, Rural School Agent

AND

**MISS EURI BELLE BOLTON,
Extension Dept., G. N. I. College**

No. 29

Under Direction of State

DEPARTMENT OF EDUCATION

**M. L. BRITTAIN
State Superintendent of Schools
1920**

Monograph

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MILLER COUNTY PUBLIC SCHOOLS.

HON. N. L. STAPLETON, County
Superintendent, Colquitt, Ga.

County Board of Education.

HON. L. E. CALHOUN, Chairman, Colquitt, Ga.
HON. B. B. GRIMES, Colquitt, Ga.
HON. G. P. SHINGLER, Donalsonville, Ga.
HON. JAMES COOK, Colquitt, Ga.
HON. T. M. BOWEN, Colquitt, Ga.



MILLER COUNTY.

Miller County is located near the south west corner of the State. It contains 275 square Miles of territory. Very little of the original pine forests are left, but most of it is fine farming lands. Public roads are good throughout the county. Colquitt, the county seat, is the only town in the county, and has a population of about 1200. The population of the county by 1920 census is 9565, which shows an increase of 1579. The school population is 1967 whites, 1295 negroes. The tax digests for 1919 show 174,083 acres of land returned, and the total tax valuations for 1919 was \$2,321,300.00. To this should be added \$103,256.00 corporate property returned to the Comptroller-General's office, making a total subject to taxation of \$2,424,556.00. Against this there was levied for county purposes in 1919 as follows:

For County indebtedness.....	3.00 per M
For repairs to public bldgs.....	1.00 "
For public roads.....	5.00 "
For Sheriff's Fees.....	1.00 "
For Coroner's inquests.....	.20 "
For Bailiffs' and Court expenses.....	1.75 "
For Jurors per diem.....	1.25 "
For paupers.....	.50 "
For Judges salaries and court expenses.....	1.25 "
For Dipping Vats....	1.25 "
For General Incidental expenses.....	1.30 "

Total levy for County purposes.....\$18.00 per M

No county levy is made for support of public schools, but the following school districts levy a "local district tax" for schools:

Bellview School District.....	\$5.00 per M
Colquitt School District.....	5.00

Boykin School District.....	5.00
Enterprise School District.....	4.50
Griggs School District.....	4.50
Hand School District.....	5.00
Hardy School District.....	2.00
Harmony School District.....	5.00
Kimbrell School District.....	5.00
McCormick School District.....	5.00
Oak Grove School District.....	3.00
Winder School District.....	2.50

Also the following districts have very recently voted "local tax", but the rate has not yet been fixed:

- Kaney Head School District,
- Porto Rico School District,
- Spooner School District,
- Twilight School District.

This makes a total of sixteen "local tax" districts out of twenty-one school districts in the county.

There are twenty-one white schools in the county, including the Colquitt High School at the county seat.

Of the twenty rural schools two have four teachers, three have three teachers each, six have two teachers, nine have one teacher each.

Several of the schools have more teachers than rooms; at none of them are there extra rooms for anything.

The number of schools divided into the area of the county shows an average of 13 square miles to each school district. Sixteen square miles is the *minimum* contemplated by the Georgia School Laws. (See Georgia School Code, Section 117).

Of the teachers in the rural schools eight hold first grade certificates, twenty-four second grade certificates, six third grade certificates. Seventeen of these teachers have had no experience prior to the current year. Twenty three have had less than one year's service at their present school. Four are college or normal school graduates. Ten have completed high school courses; twenty-two have had less than high school courses.

CONDITIONS.

Attention is called to the large number of little schools; the character of buildings and grounds and insufficiency of equipment (as shown in detail on the following pages); the diversity of administration and responsibility, as among the trustees of the many local tax districts; the total lack of any close and constant supervision; the very poor scholarship of a large majority of the teachers, as shown by low grade certificates; the lack of experience on the part of about half of them; the lack of professional training on the part of nearly all; the low salaries; the short school year; the utter lack of any organized self-activities among pupils or correlation of school work with current interests and activities of home life; the absence of enthusiastic school pride and spirit on the part of pupils and people.

RESULTS.

Especial attention is called to tables on pages 26 and 27, exhibiting age-grade distribution of pupils of the rural schools, showing serious retardation.

On the following pages the results of careful measurements show that the fundamentals of education are not thoroughly taught. It will be seen from these tables and charts that the children do not spell ordinary words well; can not read understandingly; fall alarmingly short of any reasonable expectation, both as to speed and accuracy, in simple processes of addition, subtraction, multiplication, and division. Such results can never satisfy the demands of the business and social world into which these children must soon go, nor lay the foundation for high school work. Not much better results can be expected under existing circumstances.

RECOMMENDATIONS.

A constructive and continuing program of proposed progress for the county that will satisfy the educational demands of the future must contemplate the following fundamental needs:

1. Better Financial Support.

The per capita amount per annum now paid for the maintenance of the schools is not enough to properly educate the future citizens of Miller County. *A county school tax, in addition to the present local tax by districts, will solve this problem.*

2. Central Administration.

No strong or efficient county system or public schools can be built where authority and responsibility is divided among twenty separate units of administration. No better county administration could reasonably be expected at the pitifully small price now paid for it by Miller County. (The County pays \$600.00 per annum for administration, and gets much more than it pays for.) Successful administration always requires a high order of executive ability, and the business world does not hesitate to pay liberally for it.

3. Supervision.

Besides business problems of administration there are professional problems of supervision. Probably the weakest point in the several county school systems of Georgia is the lack of close and constant professional supervision of the teaching processes. The weaker the system the greater the need. Most of all do inexperienced and untrained teachers need the sympathetic help of expert supervision. In no other business enterprise would unskilled workers be deprived of supervision. *It is extremely important that the Superintendent should be authorized to appoint a trained supervisor, who would devote her whole time to helpful supervision in the county schools. A cheap supervisor would be worse than none. I strongly urge this as a first progressive step towards a better county school system.*

4. Consolidation.

The results of measurements in Miller County, elsewhere referred to, as well as innumerable experiences in other

counties, show conclusively that much better results are found where the several grades are divided between a number of teachers. Consolidation makes efficiency possible. Good roads make consolidation possible. The public roads of Miller County are far better than the public schools. There can never be twenty-one efficient public schools in the county. Half that number would provide more than twice as good educational opportunities to all the children. The ultimate benefits to the county would be incalculable. *Any wise constructive program of permanent progress must take consolidation into consideration.*

TESTS.

To ascertain the quality of the work being done in the schools of the county tests were made of all the pupils above the fourth grade in each of the schools. These tests reveal the fact that the work has not been thorough in the fundamentals of education. These unsatisfactory results are due partly to the fact that the teachers of the county are young and untrained, entirely without supervision, and partly to the fact that the teachers are laboring under very unfavorable conditions. The tests were made just before the close of the spring term.

Tests were made in reading, spelling, arithmetic, and language.

The Monroe Silent Reading Tests were used in reading and scored for Rate and Comprehension.

Monroe's Timed Sentence Spelling Tests were used in spelling and scored by Dr. Monroe's recent standards.

Courtis' Arithmetic Test Series B was used in arithmetic in the county schools; the Cleveland-Survey Arithmetic Tests were used in the Colquitt School.

The Trabue Language Scale B was used in language.

Explanation of Technical Terms.

The *Median Score* is the middle score of the group and indicates, approximately, the average ability of the class. It is found by arranging the scores in the order of magnitude and taking the score on the middle paper. Eg., 1, 7, 3, 4, 5, would be arranged 7, 5, 4, 3, 1, and 4 represents the median score.

The *Standard Scores* for the different tests have been derived by giving the tests to thousands of pupils and getting the median score of the individual scores.

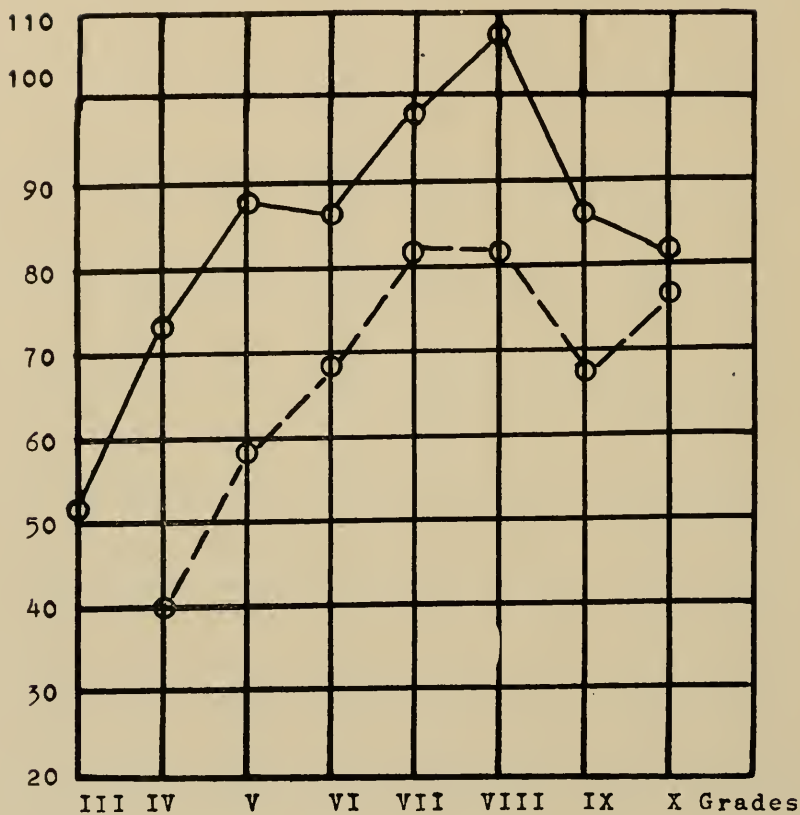
The charts on the following pages show the median scores of the several grades in comparison with these established standards.

Reading.

The Monroe Standardized Silent Reading Tests were given to the pupils of the fourth through the tenth grades, inclusive. The pupils were scored both for rate, the number of words read per minute, and for comprehension, the ability to understand what is read.

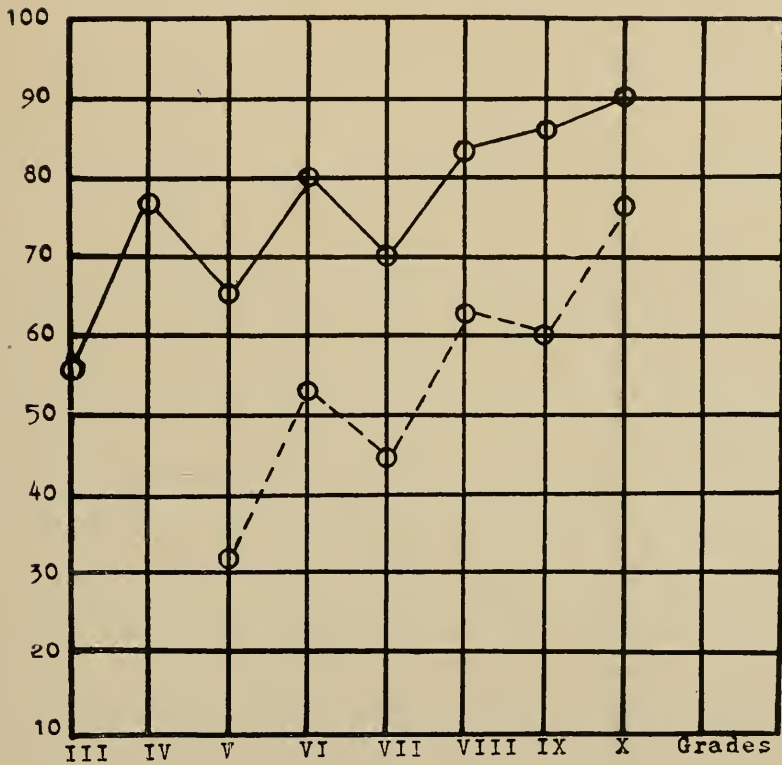
The results of the tests show that all of the grades of the county system are much below the standard both in rate and comprehension. (See accompanying graphs and table.) The scores of all the grades are very low in comprehension. This low score indicates that the children are not understanding what they read. Reading is one of the most important school subjects because it is a tool necessary for the learning of all other subjects. Thought-getting in reading should be emphasized, not only for the purpose of developing a greater reading ability, but for the sake of thoroughness in other school work.

**Table Showing the Rate Score in Reading in the
Schools of Miller County.**



Note: The solid line represents the standard score; the broken line represents the score of the schools of Miller County.

**Table Showing the Comprehension Score in Reading
in the Schools of Miller County.**



Note: The solid line represents the standard score; the broken line represents the score of the schools of Miller County.

TABLE.

Showing the Rate and Comprehension Scores in Reading made by the schools of Miller County as compared with the scores made by the schools of Lee County and with the scores made by two other schools in Georgia and with the established standard.

	Grades									
	III	IV	V	VI	VII	VIII	IX	X		
Standard-----	52 7.2	73 13.0	89 19.0	88 20.0	99 23.0	106 26.4	87 25.0	81 25	Rate Comp.	
Decatur-----	26 2.5	59 8.3	80 12.7	83 17.4	98 18.5	100 21.7	86 22.5	87 27	Rate Comp.	
Pavo-----	22 2.9	67 11.0	87 16.2	81 13.0	81 20.9	98 19.6	77 16.1	77 21	Rate Comp.	
Lee County Schools---	-----	41 6.0	66 11.0	80 13.5	102 22.0	102 25.2	69 14.0	78 21	Rate Comp.	
Miller County Schools---	-----A	40 4.1	59 7.5	69 9.7	81 13.8	81 12.9	63 12.2	78 18	Rate Comp.	

Spelling.

Monroe's Timed Sentence Spelling Test was given to the pupils of the fifth through the tenth grades. The tests were given as a dictation exercise and the pupils did not know that they were to be marked for spelling.

In marking the papers only the fifty words in italics were considered. Other mistakes were not counted. The standard with which the results are compared are Dr. Munroe's latest standards.

The results of the tests show that practical written spelling is given very little attention in the schools. All of the grades are very much below the standard, as shown by the accompanying graph. The score made by the sixth grade, 52%, is below the third grade standard. The great variability of the scores of the different grades indicate poor classification. The scores of the fifth grade range from 0% to 100%; the scores of the sixth grade range from 0% to 100%; the scores of the seventh grade range from 6% to 86%, and the scores of the eighth grade range from 2% to 88%. The pupils are graded not according to their ability, but according to the number of years they have attended school. This is one of many indications pointing to the need of constant supervision.

TABLE II.

Showing the percent of words spelled correctly by the pupils of the schools of Miller County as compared with the scores made by the schools of Lee County and with the scores made by three other schools in Georgia and with the standard.

	Grades									
	III	IV	V	VI	VII	VIII	IX	X		
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Standard.....	56	78	66	80	70	84	86	90		
Decatur.....	-----	68	52	74	66	-----	-----	-----		
Pavo.....	-----	53	54	75	84	-----	-----	-----		
Manchester.....	-----	63	46	70	56	72	80	85		
Lee County Schools.....	-----	28	30	47	56	69	71	79		
Miller County Schools.....	-----	-----	31	52	44	62	60	76		

SPELLING.

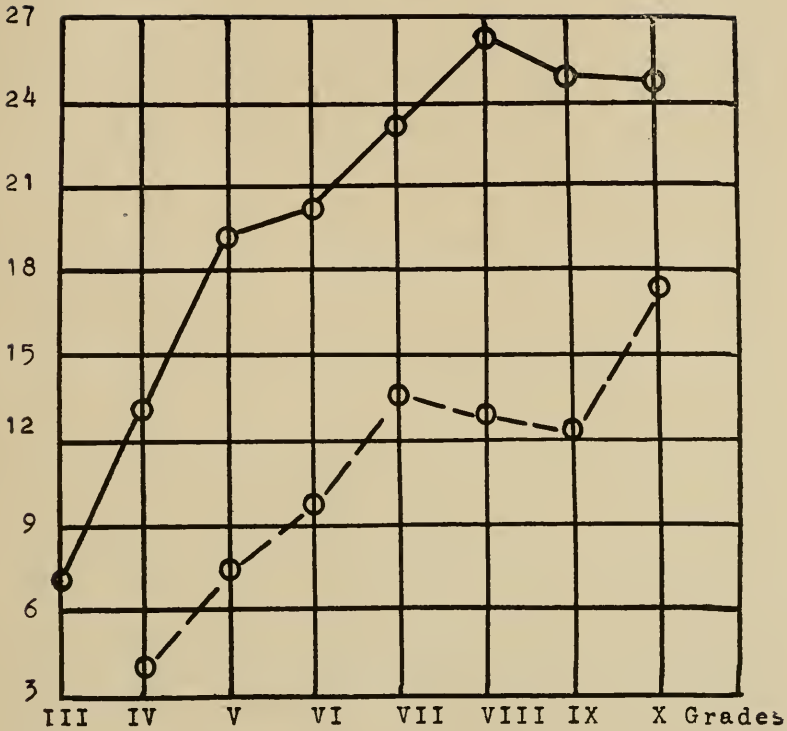


Chart showing the Median per cent of words spelled correctly by the pupils of the different grades of the Miller County School System in comparison with the Standard Scores, using Monroe's Timed Sentence Spelling Test-Forms I, II, and III.

	Miller County	Standard
Grade III.....	-----	56%
Grade IV.....	-----	78%
Grade V.....	31%	66%
Grade VI.....	52%	80%
Grade VII.....	44%	70%
Grade VIII.....	62%	84%
Grade IX.....	60%	86%
Grade X.....	76%	90%

LANGUAGE.

The Trabuc Completion Test was given to the fifth, the seventh, and the eighth grades of the Colquitt School. Lack of time made it impossible to give the language test to all of the schools of the county.

Table showing distribution of pupils' scores.— Fifth Grade.

Score	No. Pupils making each score.
14	0
13	0
12	2
11	0
10	3
9	2
8	1
7	1
6	8
5	0
4	1
2	1
1	0
0	0
<hr/>	
Total.....	19
Median Score	6.1

Table showing the median class scores of the Colquitt School as compared with the standard.

	Score of Colquitt School	Standard Score.
Grade V . .	6.1	11.4
Grade VII .	12.0	13.4
Grade VIII.	13.5	14.4

Table showing distribution of pupils' scores— Seventh Grade.

Score	No. Pupils making each score.
15	3
14	1
13	6
12	5
11	1
10	5
9	5
8	1
0	0
<hr/>	
Total.....	17
Median Score	12.0

Table showing distribution of pupils' scores— Eighth Grade.

Score	No. pupils making each score
15	3
14	3
13	4
12	3
11	0
10	2
9	1
8	2
0	0
<hr/>	
Total.....	18
Median Score	13.5

The low score of the fifth grade is due either to the fact that too little time is devoted to language in this grade or to the fact that the teacher is not getting the desired results from the class. A number of the pupils in this grade had come in from other schools and probably were not prepared for the work they were trying to do. The scores for the seventh and eighth grades indicate that these grades have done good work in language.

ARITHMETIC.

Arithmetic in the Colquitt School.

The Cleveland-Survey Arithmetic Test was given to the pupils of the fifth through the eighth grades inclusive. This is a series of fifteen tests, each of which is a different form of one of the fundamental processes. There are various stages of difficulty in each of the fundamental processes in arithmetic. e. g. In addition the child learns to find the sum of two numbers, as 2 and 2; later he learns to find the sum of three or more numbers, as 2 and 2 and 3; he learns to add columns of figures, and finally he learns to add numbers of two or more figures and thus masters the process of "carrying." There are also different stages of difficulty in subtraction, in multiplication, and in division. The tests are so devised as to determine the extent to which the child has mastered each of these stages. There is a time limit to each test so that the rate of work in the different grades is determined.

The time allowances for the several tests are as follows:

Set A. .30 seconds	Set F. . 1 minute	Set K. .2 minutes
Set B. .30 seconds	Set G. . 1 minute	Set L. .3 minutes
Set C. .30 seconds	Set H. .30 seconds	Set M. .3 minutes
Set D. .30 seconds	Set I. . 1 minute	Set N. .3 minutes
Set E. .30 seconds	Set J. . 2 minutes	Set O. .3 minutes

Illustrative examples from the different tests:

Set A. Addition	Set B. Subtraction	Set C. Multiplication
1 6 9	9 7 11	2 4 0
2 6 5	9 3 6	2 7 2

Set D. Division	Set E. Addition	Set F. Subtraction
3-9 4-32 9-9	5 2 9	616 1248
	2 8 8	456 709
	2 8 0	
	0 5 7	
	4 1 6	

Set G. Multiplication	Set H. Fractions	Set I. Division
2345 9735	3 1 6 4	4-55424 7-65982
2 5	5 5 9 9	

Set J. Addition	Set K. Division	Set L. Multiplication
7 9	21-441 32-672	8246 3597
5 2		29 73
4 4		
4 4		
2 8		

6 2	Set M. Addition	Set N. Division
0 7	7493 8937	67/32763 48/28464
5 5	9016 6345	
1 3	6487 2783	
8 6	7591 4883	
3 4	6166 1341	
2 8		
9 8		
9 8		
9 ..		

	Set O. Fractions						
$\frac{11}{15}$	+	$\frac{1}{6}$	=	$\frac{9}{14}$	÷	$\frac{1}{4}$	=

The results of the tests show that, with the exception of the fifth grade, the work done in arithmetic in the Colquitt School compares very favorably with the arithmetic work in the St. Louis and Grand Rapids Schools. The class medians of the fifth grade in the Colquitt School for all of the tests in the series are much lower than the average medians of the St. Louis and the Grand Rapids Schools. (See Table) Most of the sixth grade medians are as good as the St. Louis and Grand Rapids average medians, and the medians for tests C and D are better. The medians of the seventh and eighth grades of the Colquitt School are lower in most of the tests than the average medians. The Colquitt School is an unaccredited high school with only an eight months term and one teacher for every two grades; the St. Louis and Grand Rapids systems are composed of a number of large city schools supported by almost unlimited resources. In view of these facts, arithmetic seems to be well taught in the Colquitt School.

The result of the tests, however, reveal some very interesting facts about the teaching of arithmetic in the Colquitt School.

(1) The standard of work being done in the fifth grade is much lower than the standard of work being done in the other grades. This may be due to previous teaching, to present teaching, or to the fact that a number of children from other schools have entered this grade and are not prepared for the work they are trying to do. The causes for the low score of this grade should be investigated both by the teacher of the grade and by the principal of the school.

(2) All of the grades are accurate and rapid in the use of addition and subtraction combinations of two numbers. None of the grades understand how to multiply a whole number by zero or vice versa. Most of the pupils in the fifth grade and a number of pupils in the other grades do not know how to divide a number by itself. e. g. $9 \div 9$; $1 \div 1$, etc.

(3) A comparison of the accuracy scores for tests E, J, and M will show that the fifth grade needs much drill on all of the processes of addition; and that the sixth, seventh, and

eighth grades do short column addition unusually well, but cannot do accurately long column addition nor addition involving the process of carrying.

(4) In all of the grades there are a number of low accuracy scores for test F- three-place subtraction. The test papers show that most of the errors in this form of subtraction were due to a lack of understanding how to take a larger number away from a smaller number.

(5) All of the grades need considerable drill on the difficult forms of multiplication.

(6) The accuracy scores for tests H and O show that none of the grades know how to work fractions. The fifth and sixth grades are not expected to have more than a rudimentary knowledge of fractions, but they should be able to do the simple addition and subtraction of fractions in test H.

(7) None of the grades understand the principles of short division, as shown by the accuracy scores for test I. The eighth grade median is 100% accuracy, but the rate score is very low, because without exception the examples were worked by the long division process. All of the grades made very good accuracy scores on the simple long division examples, but their scores on the more difficult examples in test N are very poor.

(8) All of the grades need to increase their rate of work. (See Tables pp. . . .) This can be done by introducing number games and drill exercises that involve competition. Many blackboard or seat exercises similar to the tests can easily be devised. The time limit is the most important feature of an arithmetic drill. A child who is trying to work the greatest possible number of examples in 30 seconds or three minutes will work with much greater speed than the child who works the same number of problems with no thought of the time it takes him to work them.

TABLE IV.

Showing the score made by the pupils of the Colquitt School on the Cleveland-Survey Arithmetic Test as compared with the Standard Scores.

Fifth Grade			Sixth Grade		
	Standard	Colquitt		Standard	Colquitt
Set A...	21.2	11.5	Set A...	23.8	22.2
Set B...	15.8	9.3	Set B...	17.8	17.5
Set C...	14.6	9.3	Set C...	16.0	18.5
Set D...	14.1	6.3	Set D...	17.0	17.5
Set E...	5.8	4.6	Set E...	6.4	6.1
Set F...	6.4	3.8	Set F...	7.3	6.4
Set G...	4.9	2.5	Set G...	5.4	4.9
Set H...	5.0	0.0	Set H...	5.9	2.5
Set I...	1.7	0.0	Set I...	2.7	1.2
Set J...	3.7	1.6	Set J...	4.1	3.5
Set K...	4.9	2.8	Set K...	6.9	6.4
Set L...	2.4	0.0	Set L...	3.1	2.5
Set M...	3.0	1.4	Set M...	3.6	3.1
Set M...	3.0	1.4	Set N...	1.4	0.0
Set N...	1.0	0.0	Set O...	3.3	1.8
Set O...	0.0	0.0			

Seventh Grade			Eighth Grade		
	Standard	Colquitt		Standard	Colquitt
Set A...	26.6	22.2	Set A...	28.5	28.5
Set B...	1.4	17.5	Set B...	24.4	18.5
Set C...	17.7	18.5	Set C...	19.1	18.5
Set D...	19.6	17.5	Set D...	21.5	1.5
Set E...	7.4	6.1	Set E...	7.8	6.8
Set F...	8.9	6.4	Set F...	10.2	6.8
Set G...	6.0	4.9	Set G...	6.7	5.3
Set H...	8.4	2.5	Set H...	8.6	2.3
Set I...	3.9	1.2	Set I...	4.4	1.8
Set J...	5.2	3.5	Set J c...	5.7	2.9
Set K...	8.8	6.4	Set K...c	11.1	5.5
Set L...	3.8	2.5	Set L...c	4.4	2.5
Set M...	4.7	3.1	Set M...c	5.4	2.8
Set N...	1.9	0.0	Set N...c	2.3	1.5
Set O...	4.0	1.8	Set O...c	5.5	2.5

Note: The standard used is the average median obtained by adding together the medians of the St. Louis System and the Grand Rapids Systems and dividing by two.

Arithmetic in the Country Schools of Miller County.

The Curtis Standard Research Tests, Series B, were used in measuring arithmetic in the country schools. The series consists of tests in Addition, Subtraction, Multiplication, and Division. Each test consists of twenty-four examples of the same form and difficulty arranged in columns. The time allowed for each test is: addition, eight minutes; subtraction, four minutes; multiplication, six minutes; division, eight minutes. The papers were marked by a printed answer card and no credit was given for answers partly correct. A pupil's score is the number of examples attempted and the number right.

The tests were given to all of the pupils from through the eighth grades.

The scores of all the grades are very much below standard. The score of the fourth grade is very poor, thus indicating the need for more emphasis upon primary number work in the schools of Miller County. The average class score of the fifth and sixth grades in Division O is number of examples worked correctly. The processes of Multiplication and Division should be mastered by pupils in the fourth grade. The results of the tests indicate that the standard of accomplishment in the mastery of the processes of arithmetic is more than two grades below that set up by the prescribed course of study.

The Curtis Tests are general in nature and do not reveal the specific difficulties handicapping the pupils. The measurement of arithmetic by the Cleveland-Survey Arithmetic Test gives a more detailed diagnosis of the individual and class difficulties. We suggest that the teachers of the country schools study the discussion on "Arithmetic in the Colquitt School" so that they may better understand the causes of the low scores made by the pupils of the country schools.

SUMMARY.

The results of the tests were tabulated so as to show the scores made by the one- and two- teacher schools, the scores made by the three- and four-teacher schools and the scores made by the Colquitt School. The graphs and tables necessary to show a comparison of these results are left out for the sake of economy in printing the bulletin. These tabulations show that the scores made by the Colquitt School were uniformly better than the scores made by the country schools and that the scores made by the three- and four-teacher schools were, on the whole, better than the scores made by the one- and two-teacher schools. This was to be expected. The best teacher can not do his best work under the trying conditions of the one-teacher school.

A series of charts showing the Median Class Scores made by the grades of the Miller County Country Schools in comparison with the Standard Scores, using the Courtis Arithmetic Tests.

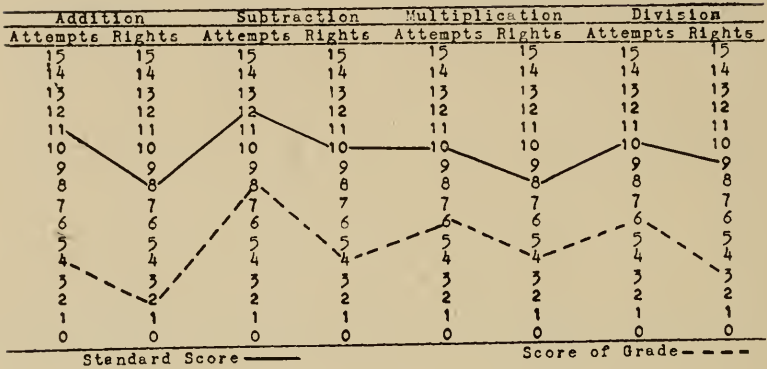
Note: Attempts represent the median number of examples the pupils tried to work; Rights represents the median number of examples they worked correctly.

ARITHMETIC-MILLER COUNTY SCHOOL SYSTEM. GRADE VIII.

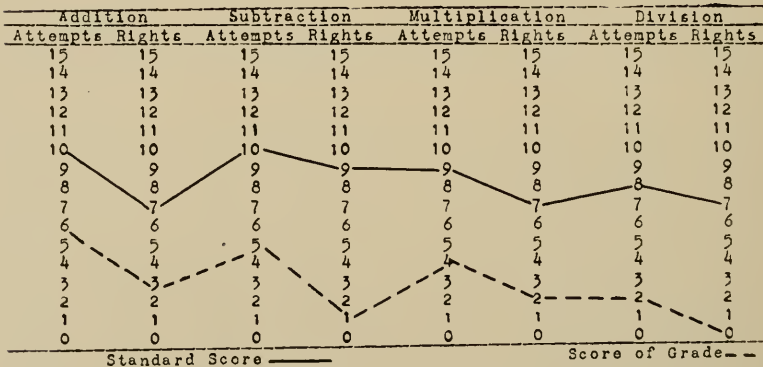
Addition		Subtraction		Multiplication		Division	
Attempts	Rights	Attempts	Rights	Attempts	Rights	Attempts	Rights
15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0

Standard Score ————— Score of Grade ———

ARITHMETIC-MILLER COUNTY SCHOOL SYSTEM. GRADE VII.



ARITHMETIC-MILLER COUNTY SCHOOL SYSTEM. GRADE VI.



ARITHMETIC-MILLER COUNTY SCHOOL SYSTEM. GRADE V.

Addition		Subtraction		Multiplication		Division	
Attempts	Rights	Attempts	Rights	Attempts	Rights	Attempts	Rights
15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0

Standard Score ————— Score of Grade - - - - -

ARITHMETIC-MILLER COUNTY SCHOOL SYSTEM. GRADE IV.

Addition		Subtraction		Multiplication		Division	
Attempts	Rights	Attempts	Rights	Attempts	Rights	Attempts	Rights
15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0

Standard Score ————— Score of Grade - - - - -

TABLE--Showing the Age-Grade-Distribution of pupils in the Country Schools of Miller County.

Grades	Ages in Years										Total No. pupils in each grade			
	6	7	8	9	10	11	12	13	14	15		16	17	18
I	18	15	21	5	5	3	1	0	0	0	0	0	0	68
II	2	6	8	8	5	6	5	3	0	0	0	0	0	43
III	0	2	8	8	14	6	8	5	0	0	0	0	0	53
IV	0	0	1	6	9	21	20	12	6	3	0	0	0	78
V	0	0	0	4	9	7	21	18	11	5	1	0	0	76
VI	0	0	0	0	0	3	4	9	11	7	6	0	0	40
VII	0	0	0	0	0	1	0	2	5	6	1	3	1	19
VIII	0	0	0	0	0	0	0	0	4	4	4	1	1	12
IX	0	0	0	0	0	0	0	0	1	0	3	3	1	8
X	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Total	20	23	38	31	42	47	59	49	38	25	15	7	6	400

TABLE—Showing the Age-Grade-Distribution of pupils in Colquitt High School.
Ages In Years.

Grades	6	7	8	9	10	11	12	13	14	15	16	17	18	Total No. pupils in each grade
I	15	11	9	2	1	1	2	0	1	0	0	0	0	42
II	2	6	8	4	2	1	2	0	0	0	0	0	0	25
III	0	1	6	5	3	1	0	3	0	0	0	0	0	19
IV	0	0	2	12	5	3	1	1	0	0	0	0	0	24
V	0	0	0	2	2	5	5	3	3	0	0	0	0	20
VI	0	0	0	1	4	11	4	11	2	0	0	0	0	33
VII	0	0	0	0	0	4	6	11	4	0	0	0	0	25
VIII	0	0	0	0	0	0	0	5	5	6	1	0	0	17
IX	0	0	0	0	0	0	0	0	5	4	3	2	0	14
X	0	0	0	0	0	0	0	0	1	4	7	0	0	12
Total	17	18	25	26	17	£6	£0	34	£1	14	11	2	0	231

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McCORMACK SCHOOL.

Teachers: M.ss Pearl Overstreet; Miss Fannie Pace.

Grounds: Area, one acre; title in County Board of Education; fenced but otherwise unimproved; very small playgrounds, without equipment; no school garden; toilets (insanitary).

Building: Two class rooms; no cloak rooms; building partly painted; in good condition; well kept.

Equipment: Double patent desks and teachers' desks; good blackboards; county and United States maps; a chart; no globe; framed pictures; small library; organ; reference dictionary.

Organization: Two teachers; eight grades; enrollment, 59, average attendance, 45; no industrial work, or clubs; seven months school year.



HAND SCHOOL.

Teachers: Mr. B. B. Williams; Miss Hattie Sue Rich; Miss Dola Kate Phillips.

Grounds: Area, one acre; title in County Board of Education; fenced, otherwise unimproved; small playgrounds, no equipment; no school garden; only one toilet (insan.tary).

Building: Four class rooms; no cloak rooms; improperly and insufficiently lighted; building ceiled but unpainted; in good repair; not well kept.

Equipment: Double patent desks; no teachers' desks; very poor blackboards; a few maps; a chart; no globe; no pictures; no library; no reference dictionary.

Organization: Three teachers; nine grades; enrollment, 101; average attendance, 79; no programs posted; no industrial or club work; school year, 6 months.



GRIGGS SCHOOL.

Teachers: Miss Ida Johnson; Miss Bernice Hay.

Grounds: Area, one acre; title in County Board of Education; grounds neglected; small playgrounds; no school garden; surface well; two toilets (insanitary).

Building: One class room; no cloak room; improperly lighted; painted outside, ceiled but unpainted inside; not well kept.

Equipment: Double desks; four blackboards; no maps; a chart; a globe; framed pictures; reference dictionary, with stand; no library.

Organization: Two teachers; eight grades; enrollment, 86; average attendance, 65; no program posted; no industrial work, or clubs; seven months school year.



ENTERPRISE SCHOOL.

Teachers: John R. Williams; G. P. Thomas; Miss Ethel Lane; Miss Alma Lane.

Grounds: Area, one acre; title in County Board of Education; yards fenced but otherwise unimproved; small playground; water from deep well with pump; a few flowers cultivated; two toilets, both in bad condition.

Buildings: Value \$2,000.00; four class rooms; no cloak rooms; improperly lighted; building in good repair; painted; well kept.

Equipment: Double patent desks; no teachers' desks; fairly good blackboard; several maps; two charts; no globe; no framed pictures; no library; no reference dictionary.

Organization: Four teachers; nine grades; enrollment, 145; average attendance, 105; no industrial work, or clubs; six months school year.

NEW LIGHT SCHOOL.

Teacher: Miss Ruth Rich.

Grounds: Area, one acre; title in County Board of Education; not fenced; small play grounds, no school garden, no toilet.

Building: Two class rooms; two cloak rooms, improperly lighted; building ceiled but unpainted; in good repair, not well kept.

Equipment: Double patent desks; no teachers desks; good blackboards; no maps; a chart; no globe; no pictures; no library; no reference dictionary.

Organization: One teacher; seven grades, enrollment, 28; average attendance 21; no programs posted; no industrial or club work; school year, six months.



HARMONY SCHOOL.

Teachers: Troy Jernigan; Miss Nell Moody; Miss Selma Jordan; Miss Waver Rawls.

Grounds: Area, one acre; title in County Board of Education; water from deep well, with pump; grounds unimproved; small playground; no school garden; only one toilet (bad condition).

Building: Four class rooms; no cloak rooms; improperly and insufficiently lighted; in good repair; painted (very dark colors inside).

Equipment: Double desks; no teachers' desks; fairly good blackboards; maps in a covered case; one chart; no globe; no framed pictures; no library; no reference dictionary.

Organization: Four teachers; nine grades; enrollment, 140; average attendance, 118; no program posted; no industrial work or clubs; seven months school year.



WIDENER SCHOOL.

Teacher: Miss Ruth Kimbrel.

Grounds: Area, one acre; title in County Board of Education; grounds fenced, but unimproved; small playgrounds; no equipment; water supplied from a neighbor's well; no school garden; only one toilet (insanitary).

Building: One very small class room; no cloak room; lighted from both sides; painted from outside only; in fairly good condition; well kept.

Equipment: Double patent desks; one teacher's desk; poor blackboards; no maps; one chart; small globe; no pictures; no library; no reference dictionary.

Organization: One teacher; eight grades; enrollment, 26; average attendance, 20; no program posted; no industrial or club work; six months' school year.



GRIMES SCHOOL.

Teacher: Mrs. H. A. Vinson.

Grounds: Area, one acre; conditional titles; grounds unimproved; deep well, with pump; small playgrounds; no school garden; only one toilet, (bad condition).

Building: One small class room; no cloak rooms; insufficiently lighted; unpainted.

Equipment: A few double patent desks and long benches (insufficient quantity); very poor blackboards; no maps; one chart; no globe; no pictures; no library; no reference dictionary.

Organization: Six months' school year; one teacher; seven grades; enrollment, 55; average attendance, 40; daily schedule shows 42 recitation periods.



PINE HILL SCHOOL.

Teacher: Miss Rosa Lee Corley.

Grounds: Area, one acre; title in County Board of Education; grounds unimproved; small playgrounds, unimproved; water supplied from deep well on neighbor's farm; no school garden; only one toiley (insanitary).

Building: One class room (small); no elcak rooms; lighted from two small windows on each side; unpainted; building needing repairs; not well kept.

Equipment: Double patent desks; no teacher's desk; very poor blackboard; one County map; one chart; no globe; no framed pictures; no library; no reference dictionary; small organ.

Organization: One teacher; eight grades; enrollment, 32; average attendance, 24; no daily program posted; no industrial or club work; school year, six months.



COLQUITT HIGH SCHOOL.

Teachers: Theodore Brewton; Mrs. T. F. Bohannon; Mrs. Lucile Bell; Mrs. Clyde Hunter; Miss Nannie Fae McNair; Miss Vivian Chason; Mrs. Maud Scott.

Grounds: Area, four acres; titles in City of Colquitt; fenced and partly improved; large play grounds, with basket-ball, baseball, etc. Water supplied from city hydrants; no school garden; two sanitary, septic tank toilets in first class condition.

Building: One brick building, costing \$10,000 (worth much more now); six class rooms and auditorium; well lighted; cloak rooms; building in good condition; some of the rooms badly kept; auditorium used for community purposes.

Equipment: Double patent desks; no teachers' desks; good blackboards; well supplied with maps in cases; charts; a small globe; a few pictures; a small library; no reference dictionary.

Organization: Seven teachers; ten grades; enrollment, 260; average attendance, 235; thirty minutes' recitation periods in high school grades; piano and expression; no industrial work; patriotic and literary clubs in high school.



OAK GROVE SCHOOL.

- Teacher:** Mrs. Addie Powell; Post-office, Colquitt, Ga.
- Grounds:** Area, one acre; title in County Board of Education; grounds unimproved; small playgrounds; no school garden; only one toilet, insanitary; water supplied from shallow well on neighbor's farm.
- Building:** One class room; no cloak room; lighted by two small windows on each side; painted inside and outside; room well kept.
- Equipment:** Double patent desks; very poor blackboards; County, State and United States maps; two good charts; one small globe; framed pictures; a reference dictionary on stand; no library.
- Organization:** One teacher; eight grades; enrollment, 54; average attendance, 40; no industrial or club work; seven months' school year.



McLENDON SCHOOL.

Teacher: Miss Cero Tabb.

Grounds: Area, one acre; title in County Board of Education; unimproved; small playgrounds, with no equipment; open, shallow well; no school garden; only one toilet (condition bad).

Building: One class room; no cloak rooms; lighted by four windows on each side; painted; needing repairs.

Equipment: Double patent desks; good teacher's desk; very poor blackboards; no maps; one chart; no pictures; no library; one reference dictionary.

Organization: Six months' school year; one teacher; nine grades; enrollment, 32; average attendance, 25; no program posted; no industrial or club work.



BOYKIN SCHOOL.

Teacher: Miss Annie Pearl Hixon, Post-office, Boykin, Ga.

Grounds: Area, one acre; title in the County Board of Education; condition, unimproved, but well kept; no playground equipment; very small playgrounds; no school garden; *no toilets*.

Building: One class room, size 30 x 50; no cloak rooms; lighted from windows on all sides; unpainted; used for occasional church services.

Equipment: Double desks and long benches; poor blackboards; no maps; no charts; no globe; no pictures; no library; no reference dictionary.

Organization: One teacher; seven grades; enrollment, 43; average attendance, 25; program shows twenty-eight recitation periods; no industrial or club work; seven months' school year.

PORTO RICO SCHOOL.

Teachers: Miss Chloe Grimes; Miss Ella Mae Willis.

Grounds: Area, one acre; title in County Board of Education; grounds fenced, but unimproved; water supplied from neighboring well; small play-grounds, no equipment; no school garden; *no toilets*.

Building: One class room; no cloak rooms; lighted from both sides; painted; room well kept.

Equipment: Insufficient number of double patent desks; poor blackboards; no maps; one chart; no globes; no framed pictures; no library; no reference dictionary.

Organization: Two teachers; seven grades; enrollment, 65; average attendance, 38; program shows twenty-eight recitation periods; six months' school year.



TWILIGHT SCHOOL.

Teachers: Miss Susie Mae Williams; Miss Annie Sara Wilkinson.

Grounds: Area, one acre; title in County Board of Education; grounds unimproved; small playground, with no equipment; water from a neighbor's open well; no school garden; only one toilet (in bad condition).

Building: One class room; no cloak rooms; lighted from both sides; painted; in fairly good condition.

Equipment: Double patent and home-made desks; no teachers' desks; very poor blackboards; no maps; one chart; no globe; no pictures; no library; no reference dictionary.

Organization: Two teachers; seven grades; enrollment, 55; average attendance, 43; no program posted; no industrial or club work; six months' school year.



HARDY SCHOOL.

Teacher: Miss Inez Miller.

Grounds: Area, one acre; title in County Board of Education; lot fenced, but unimproved; water supplied from deep well pump; small playgrounds, with no equipment; no school garden; only one toilet (in very bad condition).

Building: One small class room; two cloak rooms; class room lighted from both sides; painted; in good repair; well kept.

Equipment: Double patent desks and teachers' desk; poor blackboards; no maps; three charts; small globe; framed pictures; no library; a few reference books; no reference dictionary; flags and flowers.

Organization: One teacher; seven grades; enrollment, 51; average attendance, 25; program shows fifty-four recitation periods; no industrial or club work; seven months' school year.



SPOONER SCHOOL.

Teachers: Mrs. Helen Lee; Mrs. Dora Widener; Miss Emma Hayes.

Grounds: *Note:* This school house was recently burned; at present the school is being operated in a church with such desks as were saved from the fire; a blackboard, and no other equipment of any kind. There are teachers, with an enrollment of 94 pupils in eight grades; no club work of any kind.



KIMBRELL SCHOOL.

Teachers: Miss Hattie Rawls; Miss Ida Dixon.

Grounds: Area, one acre; title in County Board of Education; grounds unimproved; playgrounds small and without equipment; well, with pump; no school garden; only one toilet (in bad condition).

Buildings: Two class rooms; no cloak rooms; insufficiently and improperly lighted; part of the building painted; needs repair; seemingly neglected.

Equipment: Double patent desks; poor blackboards; one chart; no maps; no globes; no pictures; no library; no reference dictionary.



BABCOCK SCHOOL.

Teachers: Miss Guy Brown, Mrs. N. O. Nelson.

Grounds: Area, very small town lot; title in Babcock Bros. Lumber Co.; yards fenced, but unimproved; very small playground; no school garden;

Building: Two class rooms; no cloak room; insufficiently and improperly lighted; painted; fair condition; well kept.

Equipment: Rough home-made desks; very little black-board of any kind, and very poor; no maps; one chart; no globe; no pictures; no library; no reference dictionary.

Organization: Two teachers; eight grades; enrollment, 62; average attendance, 50; no industrial or club work; school year, six months.



BELLEVIEW SCHOOL.

Teachers: Miss Gussie V. Brown; Miss Ada Duncan; Miss Lola Stokes.

Grounds: Area, one acre; title in County Board of Education; grounds neglected; little play grounds; no school garden; water from neighbor's well; only one toilet (insanitary).

Building: One class room; two cloak rooms; improperly lighted; needing repairs; has been painted.

Note: This school uses a near by church which is without equipment for school purposes.

Equipment: (In the school house) a few double desks and some long benches; no teachers' desks; very little blackboard; no maps; a chart; a globe; no pictures; no library; a reference dictionary.

Organization: Three teachers; eight grades; enrollment, 128; average attendance, 96; no program posted; no industrial or club work; six months school year.

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